



## MANNING ELEMENTARY

311 W. Boyce Street  
Manning, South Carolina

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	639 Students	
<b>Principal</b>	Terrie T. Ard	803-435-5066
<b>Superintendent</b>	John Tindal	803-435-4435
<b>Board Chair</b>	William C. Land	803-435-4435

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Below Average</b>
2010	Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

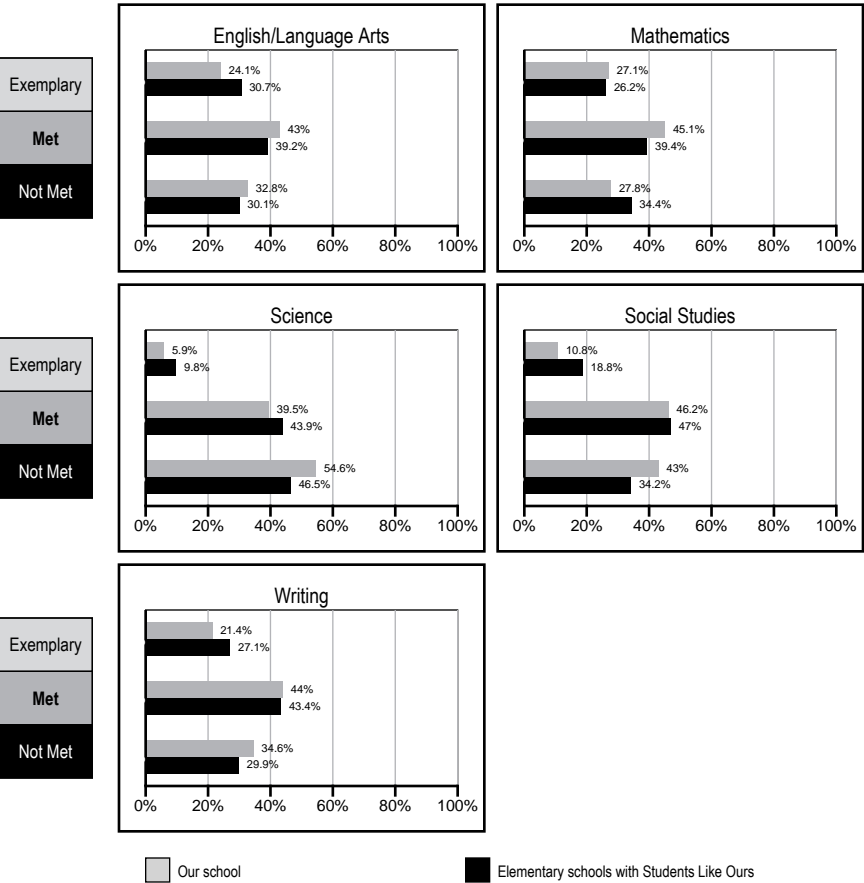
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	12	97	28	7

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=639)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.7%	Up from 1.6%	1.5%	1.1%
Attendance rate	95.8%	Up from 95.4%	95.9%	96.2%
Served by gifted and talented program	8.4%	Down from 11.2%	8.2%	13.4%
With disabilities other than speech	11.9%	Down from 14.6%	4.5%	4.1%
Older than usual for grade	2.6%	Up from 1.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	57.1%	Up from 54.1%	61.8%	62.5%
Continuing contract teachers	88.6%	Down from 89.2%	85.4%	88.2%
Teachers returning from previous year	85.1%	Down from 90.7%	86.5%	87.8%
Teacher attendance rate	95.1%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$44,037	Up 2.5%	\$45,734	\$46,773
Professional development days/teacher	7.3 days	Up from 6.9 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 20.1 to 1	18.4 to 1	19.9 to 1
Prime instructional time	90.4%	Up from 89.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,392	Down 2.8%	\$7,789	\$7,447
Percent of expenditures for instruction**	57.6%	Down from 63.0%	68.0%	68.4%
Percent of expenditures for teacher salaries**	56.6%	No Change	65.1%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

Manning Elementary School, located in the center of Clarendon County, is home to approximately 640 students in grades 4, 5, and 6. Most students come from a rural setting with 65% African American students and 29% Caucasian students. Our school-wide theme was: "Dive into Learning."

Our school-wide focus this past year was based on PASS, MAP, and common assessment results. All students at Manning Elementary School were given the MAP (Measure of Academic Progress) test three times during the year. Common assessments were given each week focusing on math and reading. These scores were used to determine weak areas and teachers changed lesson plans accordingly. All teachers at Manning Elementary School continued making great gains using technology in the classrooms with SMART boards.

Manning Elementary School continued to implement a school-wide discipline plan designed by the late Dr. Terry Alderman. This plan was used to reduce the number of discipline referrals, suspensions and student absences.

Our school continued to participate in a district-wide Character Education Program. Our students were encouraged to display good character traits. The administrative staff used Just Do It tickets to reward good behavior and high academic achievements.

We feel that all stakeholders have a responsibility in making our school successful and we are working toward this goal.

Sharon Davis, SIC Chairperson  
Terrie Ard, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	26	210	129
Percent satisfied with learning environment	84.0%	84.6%	73.2%
Percent satisfied with social and physical environment	96.0%	81.4%	77.2%
Percent satisfied with school-home relations	78.3%	84.2%	78.9%

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	643	99.5	32.3	42.2	25.5	79.3	78.8	82.4	Yes	Yes
<b>Gender</b>										
Male	331	99.7	36.2	39.7	24.1	75.6	72.6	78.7	N/A	N/A
Female	312	99.4	28.2	44.9	26.9	83.3	85	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	100	17.3	37.3	45.3	92	88.9	88.9	Yes	Yes
African American	455	99.3	37.4	43.9	18.7	74.8	74.8	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	22	100	38.1	42.9	19	81	80.5	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	116	97.4	55.1	29	15.9	57.9	48.1	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	38.1	42.9	19	81	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	539	99.4	36.6	43.5	19.9	76	76.4	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	643	100	27.6	44.3	28.1	80.2	81.4	81.9	Yes	Yes
<b>Gender</b>										
Male	331	100	30.7	39.2	30.1	76.9	77.8	79.9	N/A	N/A
Female	312	100	24.3	49.7	26	83.8	85.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	100	14.7	33.3	52	87.3	88.3	88.9	Yes	Yes
African American	455	100	32.1	47.7	20.2	78	78.7	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	22	100	28.6	52.4	19	81	82.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	116	100	56.4	28.2	15.5	51.8	51.7	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	28.6	52.4	19	81	83.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	539	100	31.5	46	22.5	77.7	79.7	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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## Science

All Students	440	99.6	54.2	38.7	7.2	45.8	52.7	68.6
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## Gender

Male	218	100	52.4	39.4	8.2	47.6	53.3	68.3
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Female	222	99.1	55.9	37.9	6.2	44.1	52.1	68.9
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## Racial/Ethnic Group

White	117	98.3	26.9	54.6	18.5	73.1	76.4	80.7
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African American	303	100	64.6	32.6	2.7	35.4	42.6	51.4
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	15	100	46.7	46.7	6.7	53.3	50	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
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## Disability Status

Disabled	78	100	72.6	16.4	11	27.4	28.4	35.7
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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## English Proficiency

Limited English Proficient	15	100	56.3	37.5	6.3	43.8	46.7	60.7
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## Socio-Economic Status

Subsidized meals	366	99.5	60.8	34.9	4.3	39.2	46.4	57.3
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## Social Studies

All Students	434	100	42.5	46.1	11.5	57.5	59.7	72.5
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## Gender

Male	231	100	43.9	43	13	56.1	59.9	72
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Female	203	100	40.8	49.5	9.7	59.2	59.5	73.1
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## Racial/Ethnic Group

White	100	100	17.7	52.1	30.2	82.3	77.8	81
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African American	315	100	50.8	43.3	5.9	49.2	53	60
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	16	100	N/AV	N/AV	N/AV	60	65.5	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
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## Disability Status

Disabled	80	100	64.5	27.6	7.9	35.5	39.1	40.5
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## Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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## English Proficiency

Limited English Proficient	14	100	N/AV	N/AV	N/AV	71.4	62.1	69.7
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## Socio-Economic Status

Subsidized meals	364	100	48.6	45.4	6	51.4	55.1	62.9
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Abbreviations for Missing Data

N/A—Not Applicable

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N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	195	99	34.6	44	21.4	65.4	60.8	73.2	95.8	96.3
Gender										
Male	98	99	42.4	37	20.7	57.6	52.4	67.2	95.4	96
Female	97	99	26.7	51.1	22.2	73.3	69.9	79.4	96.2	96.6
Racial/Ethnic Group										
White	55	100	19.6	45.1	35.3	80.4	76.5	81.5	94.8	95.5
African American	134	99.3	40.5	42.9	16.7	59.5	53.9	61.3	96.1	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.9	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95.6	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.5
Disability Status										
Disabled	35	94.3	71	25.8	3.2	29	18.8	26	94.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	94.3	95.4
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.5	65.7	96	97.1
Socio-Economic Status										
Subsidized meals	157	98.7	40	44.1	15.9	60	57.2	63.2	95.6	96.1

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	193	89.6	31	39.1	29.9	69
	5	206	100	29.4	37.1	33.5	70.6
	6	220	100	23.4	52.8	23.9	76.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	234	98.7	24.6	47.8	27.7	75.4
	5	195	100	29.9	44	26.1	70.1
	6	214	100	43.3	34.3	22.4	56.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	193	100	27.2	40.2	32.6	72.8
	5	206	100	38.1	35.5	26.4	61.9
	6	220	100	25.7	45.9	28.4	74.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	234	100	21.1	47.1	31.7	78.9
	5	195	100	31.5	44	24.5	68.5
	6	214	100	31.3	41.3	27.4	68.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	192	100	45.9	43.7	10.4	54.1
	5	103	99	50.5	40.2	9.3	49.5
	6	114	99.1	65.2	31.3	3.6	34.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	231	100	51.6	42.7	5.8	48.4
	5	98	98	62	26.1	12	38
	6	111	100	52.9	41.2	5.9	47.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	192	99.5	28.6	48.4	23.1	71.4
	5	104	100	59	37	4	41
	6	111	99.1	44	47.7	8.3	56
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	231	100	35.6	53.3	11.1	64.4
	5	97	100	52.2	34.8	13	47.8
	6	106	100	49	40.2	10.8	51
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	190	97.9	46.7	34.4	18.9	53.3
	5	205	98.1	40.9	33.7	25.4	59.1
	6	222	95.5	27.1	49.5	23.3	72.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	195	99	34.6	44	21.4	65.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample